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ABSTRACT

In 1985-1986 the Pima County Adult Education program conducted an adult basic education (ABE) curriculum project that was intended to devise materials for use in determining and remediating content gaps in the district's adult basic education and high school equivalency programs. The needs assessment instrument, which was designed to discover information gaps rather than to assess reading level, turned out to be 20 pages long and included questions ranging from reading comprehension to writing to grammar to science, social studies, arithmetic, and common abbreviations. Since the intent of the student survey was to assess student knowledge rather than reading level, the survey's reading level was kept intentionally low. In the next phase of the project, materials appropriate to the different skill and content levels identified (including tests, workbooks, and teacher-developing learning activities) were collected, assessed, and compiled. Next, a discrete class was established in each learning center to provide instruction to the target population identified through the survey instrument. Although the progress of ABE students is generally slower and harder to measure, it appears that the special classes offer something to these students that regular general educational development (GED) classes do not. A manual was developed for dissemination throughout Arizona's ABE programs and representatives from various programs within the state were given the opportunity to observe the classes. (An ABE curriculum checklist, ABE curriculum bibliography, and the 20-page student knowledge assessment are included with the project report.) (MN)

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ED279873

FINAL REPORT AND EVALUATION

Pima County Adult Education Program's
ABE CURRICULUM PROJECT
1985-86

A Special "310" Demonstration
Project of Title III
of the Adult Education Act
P.L. 91-230

Submitted by
Pima County Adult Education
Peggy L. Erhardt-Gray, Project Coordinator
Ellen B. Baumler, Project Assistant
Greg Hart, Director, PCAE

U.S. DEPARTMENT OF EDUCATION
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ABE CURRICULUM FINAL REPORT AND EVALUATION

SUMMARY:

The ABE Curriculum Project was produced by Pima County Adult Education during the 1985-86 fiscal year. The final product for this stage of this project includes a survey of questions to determine content gaps in adult students, a curriculum, and a bibliography. The project was a success in terms of providing guidance for instructors of both ABE and GED classes. The survey of content questions has already provided both ABE and GED instructors a way of discovering gaps in information that the students may have. The curriculum and bibliography were designed to serve students in two ways: 1) to provide a foundation and materials for limited readers, and 2) to provide an introduction to the GED and materials, on a lower reading level, that support the subject areas. Planning and carrying out lessons are enhanced by these three components: the survey, the curriculum and the bibliography.

Listed below are the objectives given in the original proposal and the outcome of each objective.

Objective 1:

To prepare and conduct a needs assessment survey of students attending PCAE classes who have been diagnosed, through formal or teacher-made diagnostic tools, as reading betweeen a 3.5 and 6.0 reading level, or who have completed and been referred from the reading program or who are qualifying (with regards to reading level) transitional ESL students.

Outcome:

Most of the testing and survey use were conducted out of EL Rio Learning Center because this center already had an established ABE class and therefore received referrals from the reading class and other classes throughout the Agency.

On 9/4/85, the Tests for Adult Basic Education (TABE) locator test was adminstered to 22 students at El Rio. Two (2) students tested into the E (Easy) test, one (1) tested into the M (Medium) test and the remaining 19 tested into the D (Difficult) test. (Using our own placement device, we had already placed the two students who tested into E and the one who tested into M in the ABE class. Others who tested into D were also ABE students because they were transfer ESL students and they felt they needed more experience with the language before taking GED classes.)

The TABE is a long test to administer (over 3 hours for the D). We scheduled testing for two class periods. The students input was taken into consideration for scheduling and they were informed well in advance of the date. Still, only 13 people showed up for the actual testing (11 of these were from the original 22).

The reason varied as to why people chose not to test. At least two (2) people expressed fear of the test and declined to take it. Others said their schedules precluded their testing (e.g., they would have to leave for work before the testing would be completed.) Still others were absent with no explanation.

As for those 13 who did test, only two (2) of these students actually completed every part of the battery and therefore only these two (2) students had valid scores. The other 11 either missed a complete day of testing, or came late for testing or left early before the testing was completed.

This experience was duplicated in at least one outpost class, and eventually that teacher chose simply to administer the locator test and use this 20 minute device to determine student levels, rather than sacrifice many class hours for dubious results.

At El Rio we concluded that the placement test we were using (the first 20 questions from Pictures to Passages published by Contemporary) served us very well in determining which students needed more refresher. According to Contemporary, the book is written between a 6.5 and 8.5 reading level. It has been shown at different centers in PCAE that generally students who do well on this placement can succeed at GED preparation classes. Those who don't do well are our ABE students, i.e., those reading between a 3.5 and 6th grade level who not only lack reading skills, but basic background information in various subject matters, as well.

Having it confirmed that our placement of students sufficed to get people into the right classes, we then set out to design a survey of questions, divided into various categories, that would provide us with specific information about knowledge gaps ABE students might have. This survey was written at a low reading level, and we determined that we could get more information by supplying words that might be needed and any reading or spelling help that might be necessary (except on the reading and writing components). Because some people with limited reading skills have exceptional listenting skills, we wanted to give credit to those students who may know the meaning of a term, even if they can't recognize the term. Essentially, we wanted to know what our students know, not if they can read. (We basically already knew they could read some, or they would have been referred to the reading class.)

This survey turned into 20 pages (one-sided) of questions ranging from reading comprehension to writing to grammar to science, social studies, arithmetic and common abbreviations. It can easily be administered in sections and lessons can be planned around the gaps discovered. It has been used by both ABE and GED teachers, and both have found the information valuable. Though the reading level is low, GED students often have information gaps that this survey was designed to discover.

Objective 2:

To design a curriculum that fits the needs/wants of these individuals based on the results of the aforementioned survey of students, continued teacher input, and research of various curricula implemented in other ABE programs.

Outcome:

Because the vast majority of students come to us for a GED, we designed a curriculum that would supplement both their lack of skills and lack of content knowledge (i.e., gaps in their information about grammar, social studies, science, reading and math) and serve as a foundation for the GED. We held two (2) in-services for Pima County Adult Education (PCAE) ABE/GED teachers and solicited input from them, we worked with a reading teacher who currently teaches adult literacy and we, of course, took into consideration how the students were performing on our developing survey. The curriculum was divided into parts and we chose specific areas to cover within these major parts.

Though we researched ABE programs in such states as California, Texas, Florida, Louisiana and Illinois, we found that many of these states had alternatives to the GED and provided high school credit for what we in Arizona consider ABE skills. Since Arizona has no such alternative, we realized we were going to have to design a curriculum that fit the needs of the population we serve within the confines of what is offered the students in this state. It is for this reason that our ABE curriculum is oriented towards the GED.

Objective 3:

To collect, assess, and compile materials appropriate in skill level and content, including tests, workbooks and teacher-made materials.

Outcome:

A large part of this proposal was the time-consuming search for appropriate materials. Dozens of catalogues were perused in order to find materials that would fit the needs of the particular students we were trying to serve.

We ordered materials that were produced by adult education publishers and that fell within the curriculum in terms of both subject matter and reading level (as determined by the publisher). We organized the material by publisher for the bibliography, and by subject matter for the shelves. We wrote the reading level on the inside cover for the teacher's information. We also ordered a Fry readability disk and checked the reading level on randomly selected passages from some of these texts. We ran the minimum number of passages (three) and minimum number of words (100). Our findings were that the books had a significantly higher reading level than that indicated by the publisher. Though it ought to be kept in mind that we did the minimum requirements to establish reading level, this information may prove valuable in our attempt to serve those students reading at a lower level than that required for the GED.

The ABE teacher at El Rio used different materials that were ordered for the ABE curriculum. The materials that she selected, she found appropriate in reading level. She also found that her students were able to perform more independently and with greater success than before.

(Many of the materials being written now by adult education publishers are appearing in a series designed for low readers and gradually increasing in reading level to the pre-GED level. The enormous leap in reading level from one book to the next, a fact that adult educators have long complained about, is currently being addressed by the publishers.)

Objective 4:

To establish a discrete ABE class in each learning center to provide instruction for the targeted population -- adult learners reading between a 3rd and 6th grade level -- using the curriculum and materials selected, and serving as a model for other programs.

Outcome:

At different times throughout the fiscal year 1985-86, an ABE curriculum project class was being offered in all three of our learning centers. Our westside center offers ABE classes in the mornings. This class is established and runs year round four mornings a week. We used this class to field test materials and the survey, and to make recommendations to other ABE curriculum project classes that would be set up. The eastside center established an ABE curriculum project class that met one (1) evening a week, and our southside center also offered a morning ABE curriculum project class that expanded from one (1) morning to its present schedule of three (3) mornings. These classes allow(ed) each center to better serve this select population. The classes are generally smaller and therefore the individual needs of the students are more readily met.

The response to ABE (and reading) classes is often the same. Many students determine -- without screening -- that the class is appropriate for them. What students are apparently drawn to is the emphasis on basic reading and math, the small groups and the individualized attention. It has sometimes posed a problem that more advanced students want to be in these classes as well. But with proper guidelines, these classes are beneficial to the students they are intended to serve -- ABE students who could not succeed in GED-level classes because of the class size, skill level required and subject matter covered. In these ABE classes, the class hour per student for this level student increases. This is probably due to the fact that these students receive much more attention to their specific problems. They also are not in a setting where they are comparing themselves to the more advanced students. So while the academic progress is slower and harder to measure at ABE levels, these classes appear to offer something to this level student that GED classes don't.

Objective 5:

To create a manual for dissemination for each of Arizona's adult education programs that would include the survey results, the selected curriculum and suggested published materials, as well as examples of teacher-made lessons.

Outcome:

PCAE put together a packet that included a letter to adult educators, including information about our student population. In this letter we also solicited input into the student survey and curriculum. Also included in the packet were the student survey comprised of teacher-designed questions that will help determine gaps in the content knowledge of the students and thus help the teacher better plan his/her lessons in line with student needs, a curriculum and a bibliography of suggested published materials. This manual was sent to all 27 adult education programs in Arizona.

Objective 6:

To provide an opportunity for at least five representatives from various programs within the state to observe and comment on the classes in progress and the developmoent of the curriculum.

Outcome:

We presented some of our findings and a partial survey to adult education teachers at the state adult education conference in Phoenix in February 1986. After the presentation we spoke with individuals who had questions or comments, and invited participants from different programs to come and observe our program and see the project in progress. We also extended an invitation in the cover letter of the manual to teachers in the 27 adult education programs throughout the state to visit our porgram, view our classes, and peruse our materials.

ON-GOING DEVELOPMENT:

This ABE project has been re-funded for the 1986-87 fiscal year. We plan to continue what we've put together so far and to develop a strong writing and spelling component. We have sent out copies of this year's project to programs around the nation which have requested copies and we will continue to fill requests for this information.

We hope to get feedback from various programs throughout the state and country which will help us expand the student survey, curriculum and bibliography. In next year's project report we will send out an update, as needed, on any additions or corrections we've discovered or received.

We plan to present our findings for this year's project at the state adult education conference to be held in the early part of 1987. One of the things we hope to have at that time is a useful spelling and writing component, in accordance with this year's proposal, that we may offer the instructors in attendance.

We are also holding in-services that will continue to supply Agency teachers with information that will prove useful in their implementation of this ABE curriculum. We are working to develop a measurement tool that will allow both teachers and students to see the students' progress and to make this tool available to teachers statewide.

We plan to continue to work for a comprehensive program that will better satisfy the needs of the student reading between the 3rd and 6th grade level. We plan to develop this program by using a basic skills and general content curriculum, which will be enhanced by appropriate materials.

ABE CURRICULUM

Below is an ABE curriculum check list that can be used to plan your lessons.

General Information

_____ common abbreviations and symbols

English Grammar

_____ recognition of questions words
_____ recognition of a sentence
_____ recognition of a paragraph
_____ recognition of the different parts of speech
_____ ability to spell words from Mott A & B
_____ recognition of the correct name and function of the following punctuation marks:
  _____ period
  _____ question mark
  _____ exclamation point
  _____ comma
  _____ quotation marks
  _____ apostrophe
_____ ability to use possessives
_____ ability to outline a paragraph
_____ ability to write a sentence
_____ ability to write a paragraph

MATHEMATICS

_____ recognition of numerals
_____ recognition of basic Roman numerals
_____ recognition of basic decimal values
_____ ability to tell time
_____ ability to count hours
_____ recitation of the multiplication facts

SCIENCE

_____ identification and knowledge of the characteristics of the following:
  _____ mammals
  _____ reptiles
  _____ amphibians
  _____ birds
  _____ fish
_____ understanding of the basic idea of photosynthesis
_____ knowledge of the basic vocabulary of nutrition
_____ knowledge of the basic food groups
_____ knowledge of basic vitamins
_____ knowledge of common medical terms
_____ recognition and understanding of weather words
_____ knowledge of the basics of earth science
_____ knowledge of the characteristics of the following:
  _____ planets
  _____ satellites
  _____ stars

SCIENCE (cont.)

_____ knowledge of the characteristics of the folloiwng:
- _____ elements
- _____ compounds
- _____ mixtures

_____ knowledge of the three states of matter

SOCIAL STUDIES

_____ ability to use maps
_____ ability to use charts
_____ ability to use map or globe for the following purposes:
- _____ locate Tucson
- _____ locate Washington D.C.
- _____ locate New York
- _____ locate the Atlantic Ocean
- _____ locate the Pacific Ocean
- _____ locate Canada
- _____ locate Mexico
- _____ locate the Equator
- _____ locate the Prime Meridian
- _____ locate the continents
- _____ locate the geographic regions of the United States
- _____ locate the countries in North America
- _____ locate the Middle East
- _____ locate the Far East
- _____ locate Russia
- _____ locate China
- _____ identify directions
- _____ identify latitude
- _____ identify longitude
- _____ identify time zones

_____ knowledge that there are 50 states in the United States
_____ recognition and understanding of topographic terms
_____ knowledge of the basic precepts of the Constitution
_____ understanding of the basic time line of American history
_____ knowledge of basic governmental systems
_____ knowledge of the three branches of government

ABE CURRICULUM BIBLIOGRAPHY

Steck-Vaughn

Reading:
Adult Reader, RL 3-4

Competency Reading Series, 6 books, RL 5-6

Functional Reading Skills Series, 7 books, RL 2-4

Practice in Reading, RL 3-4

Reading Skills, Brown Book, RL 5-6

Language:
Banner English, 4 books, RL 2-6

Language Exercises, 6 books, RL 1-6

Spelling:

Spelling Courseware, 6 disks, RL 2-7

Spelling Steps, 2 books, RL 3-4, 4-6

Target Spelling, 4 books, RL 2-3, 3-4, 4-5, 5-6

Social Studies:
America's Story, 2 books, RL 2-3

Geography Skills Series, 4 books, RL 3-6

Living in America Series, 4 books, RL 3-4, 4-5, 5-6

World Geography and You, 2 books, RL 2-3

World History and You, 2 books, RL 4

Science:
Wonders of Science, 6 books, RL 2-3

"You Can" science series, 4 books, RL 3-6

Mathematics:
Basic Math Practice, 3 disks, RL N/A

Cambridge

Reading:
Living in the Reader's World, 4 books, RL 1-6

Language:
Watch Your Language, 2 books, RL 4-5

Mathematics:
Basic Skills with Whole Numbers, RL N/A

Basic Skills with Fractions, RL N/A

Figure It Out, 2 books, RL N/A

Globe

Reading:
A Better Reading Workshop, 4 books, RL 4-5

Language:
Everyday English, 2 books, RL 3-5

Writing:
Basics of Writing, Book 1, RL 5

Science:
Globe Life Science, RL 5

Science Workshop Series, 3 books, RL 4-5

New Readers Press

Social Studies:
Government Today, RL 5

Our United States/Our United States Workbook RL 5.3

Our United States Map Workbook, RL 4.9

Contemporary

Mathematics:
Number Power 2, RL N/A

Educational Design

Writing:
Practicing the Writing Process, RL 4-5

PIMA COUNTY ADULT EDUCATION PROGRAM
DIV. OF THE OFFICE OF PIMA COUNTY SCHOOL SUPERINTENDENT
PIMA COUNTY GOVERNMENTAL CENTER, TUCSON, ARIZONA 85701

GREG HART, *DIRECTOR, ADULT EDUCATION DIVISION*
(602) 792-8695

June 24, 1986

Dear Adult Educator:

Enclosed is the outcome of the 310 ABE Curriculum Project. Included are a curriculum, a bibliography and a survey designed to discover gaps in skill and content areas that adult students may have.

According to our informal questioning of students throughout the year, we found that in any given ABE-GED class, the statistics were about the same.

About 10% of our students come to us with a high school diploma or GED. They come to adult education classes to get refresher in one or more subjects. Very often they are going on to college or a training program and they have been referred to us for a specific refresher -- most often in math.

90% of our students come to us for a GED. It doesn't matter what the last grade completed was or their actual skill level -- the vast majority wants a GED.

Among other things discovered throughout the year, our questioning revealed the direction the ABE curriculum should go. In discussing with students what skills they wished to improve by coming to adult education classes, three areas were mentioned above all others: understanding what was read (reading comprehension), spelling and writing. (Math was mentioned almost exclusively by students who had a job-related need for improvement. Other than this, math was not often listed. This seemed to be for either one of two reasons: 1) the student didn't like math and would avoid it if he or she could, or 2) reading, spelling and writing problems proved more embarrassing or interfered more with his or her everyday life.) We kept this information in mind in developing the ABE curriculum.

The curriculum was designed for the ABE student identified as any student reading between a 3rd and 6th grade level. The curriculum was set up to complement the more advanced GED. Since Arizona offers no alternative to the GED, most of our students, as stated above, -- regardless of low skill level or lack of specific background in the GED subject areas -- come to us for a GED.

The materials selected for the bibliography were chosen to support the ABE curriculum using two criteria: 1) they were selected because they covered subjects covered on the GED, and 2) the reading level was given as between 3rd and 6th grade. (It should be noted that the reading level is the publisher's reading level, and that the Fry readability done by us on random passages selected from different books suggested, in some cases, that at least the passages we selected were on a higher reading level than the publisher noted. However, we chose the minimum number of passages -- three 100-word passages -- per book and therefore, the overall average may be closer to the publisher's reading level. And it should also be kept in mind that students who are reading at a level below the 9th grade level supposedly on the GED test have passed that exam. Many of these students are very clever in their limited reading and have managed to pick up valuable content information through good listening skills.)

The survey was put together to discover what gaps our students have in skill and/or content areas. We divided the survey into eight different areas: Reading, Grammar, Writing, Science, Social Studies, Arithmetic, Graphs and Abbreviations. It can be administered as a complete battery or as separate tests. It is designed to help the teacher learn what students know. We tried to keep the reading level very low and to supply the students with help on words so that they wouldn't leave out information they know because of spelling limitations. Except for the reading and writing sections, the teacher is free to help the student with any word(s) he or she may have problems with. (See Survey Information.)

We plan to update the curriculum, bibliography and survey on an ongoing basis. We would greatly appreciate any comments you may have. Your input is of value to us and we appeal to you to send questions or comments to the address below.

We would also like to extend an invitation to anyone interested in observing our ABE classes and/or perusing the books and software we ordered. Please give us a call at (602) 882-0940 and we can schedule a convenient time.

We look forward to hearing from you.

Sincerely,

Peggy L. Erhardt-Gray
ABE Curriculum Coordinator
El Rio Learning Center
1390 W. Speedway
Tucson, AZ 85745
(602) 882-0940

Ellen Baumler
Project Assistant
Eastside Learning Center
40 N. Swan
Tucson, AZ 85711
(602) 881-5520

PIMA COUNTY ADULT EDUCATION

Peggy Erhardt-Gray
ABE Curriculum Coordinator

El Rio Learning Center
1390 W. Speedway
Tucson, Arizona 85745
(602) 882-0940

PIMA COUNTY ADULT EDUCATION

Ellen Baumler Ph.D.
Teaching Supervisor

Eastside Learning Center
40 N. Swan, Suite 10
Tucson, Arizona 85710
(602) 881-5520

ABE Survey Information

The directions and/or language of certain subject areas on this survey may require higher reading levels than some of the ABE students have. In these cases, the teacher should read through the directions and the questions with the students. It is important to remember that we designed this survey to determine what our students know, in terms of content, not whether they can read the test. We wrote out many of the words they would be required to use because we didn't want them not to answer a question because they didn't know how to spell the word. We are mostly looking for content gaps. The only two sections invalidated by the help of the teacher would be in helping the student read the actual passage and questions in the Reading section, and in helping with spelling and sentence structure in the Writing section. (Learning your students' reading and writing limitations as revealed from this part of the test can help you plan what needs to be covered in these areas.) (Also please note that these two sections mention Tucson specifically. For the writing, this was done because we felt these topics would enhance our chance of getting at least some response. You can choose your specific location or other topics.)

I. READING

A. Read this paragraph and answer the questions.

Ernie Garcia worked as a bus driver in Tucson for two years. He got the job in January 1983. He liked the job because the pay was good, but he didn't like the hours. Sometimes he had to work evenings and weekends. He quit to work in a warehouse because the warehouse job had regular hours, Monday through Friday.

1. Who is this story about? _____

2. What did Ernie like about the bus driving job?

_____

3. When did he get the bus driving job? _____

4. Where did he drive the bus? _____

5. How long did he work as a bus driver? _____

6. Why did he quit driving a bus for the city?

_____

_____

II. GRAMMAR

A. Capitalize and punctuate the following sentences.

1. bill mary and I went to safeway and bought meat vegetables and coffee

2. is her fathers car a ford

3. ouch

4. are we going to go down elm street she asked

B. In the following paragraph, circle each word that needs to be capitalized and put in punctuation at the end of the sentences.

does food affect the way people feel or act some doctors think so they say eating certain foods causes problems these problems include high blood pressure and quick changes of mood from happy to sad

C. Match Column B with Column A.

A		B
Help!	_____	1. Period
Who?	_____	2. Question Mark
Tucson, AZ	_____	3. Exclamation Mark
I think so.	_____	4. Comma
Harry's pen	_____	5. Quotation Marks
"Rocky"	_____	6. Apostrophe

D. Put an apostrophe (') in each sentence where it is needed to show possession.

1. They sell childrens toys in that store.

2. Both of Mikes cars were broken into.

3. That is my friends house.

4. All three boys bikes were left out in the rain.

5. Everyones chance will come, but no one knows when it will be.

E. Do not read the following story. Just draw a box around each paragraph.

If you were a rabbit, nibbling plants in a meadow, you would be able to see in front, on both sides, and nearly all the way behind all at the same time.

But you wouldn't see any color at all. Everything would be gray and fuzzy, like a black-and-white TV picture that isn't tuned in just right. But if something moved behind you, you would see the movement at once.

If you were a hawk, you would see things in colors, just as people do. But your eyes would be like magnifying glasses. A hawk flying at 1,000 feet (300 meters) can see a mouse in the grass.

If you could see through a bee's eyes things would look most strange to you. A field of red flowers would seem like a big, black shadow. Yellow daisies would have glowing spots that people can't see. The glowing spots are a color called ultraviolet. Bees see ultraviolet, but people cannot.

Many other animals see things very differently from the way people do. Some spiders have eight eyes! What do you suppose things look like to them? How do things look to a lobster or an octopus? We can only guess. But each kind of animal sees the way it must, to stay alive.

F. Read these sentences. For each numbered, underlined word, write the part of speech in the numbered space.

The parts of speech are noun, pronoun, verb, adjective, adverb, conjunction, preposition and interjection.

The <u>man</u> <u>wrote</u> a letter <u>to</u> his <u>wife</u>.
1 2 3 4

1. _____

2. _____

3. _____

4. _____

<u>Come</u> <u>with</u> <u>me</u> to the movies.
1 2 3

1. _____

2. _____

3. _____

The <u>elderly</u> <u>man</u> walked <u>slowly</u> <u>down</u> the street.
1 2 3 4

1. _____

2. _____

3. _____

4. _____

Wow! It is very hot today.
1 2 3 4 5

1. _____

2. _____

3. _____

4. _____

5. _____

His father and mother are here with him.
1 2 3 4

1. _____

2. _____

3. _____

4. _____

G. Which of these are complete sentences? Circle the numbers.

1. Which she thought was right.
2. That is the right one.
3. Mary's brother.
4. Running down the hill.
5. I live in an adobe house on El Rio Drive.
6. I don't know.
7. Bill is my best friend.
8. On a rainy day.
9. The extremely shiny car with the white stripe.
10. Birds sing.
11. Who was that?
12. We go to the supermarket on Monday.

III. WRITING

A. Write one complete sentence telling about one of the following.

1. What you like to eat for breakfast.
2. A movie you have seen that you liked.
3. The number of people in your family.
4. What you like to do best in your spare time.

B. Write a paragraph of at least 50 words on one of the following topics.

1. A job you would like to have and why you would like that job.
2. A person who means (or meant) a lot to you, and why he or she is or was important in your life.
3. The things you like about living in Tucson.
4. The things you don't like about living in Tucson.

IV. Science

A. Match the order of animal in Column A with the correct definition in Column B.

A		B
mammal	_____	1. breathes through gills, lives in water
reptile	_____	2. lays eggs, has feathers
amphibian	_____	3. gives birth to live babies, feeds them milk
bird	_____	4. lays eggs in water, lives on land and water
fish	_____	5. has scales, breathes air, lays eggs

B. For each order of animal (mammal, fish, etc.) that is found in Column A, find two kinds of animals in Column B that belong to that order.

A			B
mammal	_____	_____	1. shark
			2. mouse
reptile	_____	_____	3. eagle
			4. snake
amphibian	_____	_____	5. robin
			6. frog
bird	_____	_____	7. man
			8. seahorse
fish	_____	_____	9. lizard
			10. salamander

C. What takes place in photosynthesis? Name as many things as you can that are needed for photosynthesis to happen.

D. Match the definitions with the words on the right:

1	lumps of ice	_____	hurricane
2	amount of water vapor in the air	_____	tornado
3	small whirling storms 350-400 miles per hour wind	_____	hail
4	rain, snow, sleet and hail	_____	sleet
5	frozen rain	_____	humidity
6	large whirling rain storm, over water, with winds of 75 miles per hour or more	_____	precipitation

E. Match the number and the letter with the word on the left.

Word	Number	Letter
planet	_____	_____
satellite	_____	_____
comet	_____	_____
star	_____	_____
galaxy	_____	_____

1 a system that has many stars and other heavenly bodies

2 a body that travels around another body, not the sun

3 a light giving body made of gas

4 a body with a long tail

5 a body that travels around the sun

A the sun

B Milky Way

C Mars

D the moon

E Halley's

F. Match the word with the letter of the correct definition.

_____	environment	A	coal, oil and natural gas, made from remains of ancient life
_____	fault	B	slow wearing away of rock or soil by wind, water or ice
_____	gravity	C	all the land, climate, water, and livings things together
_____	erosion	D	large mass of moving ice
_____	glacier	E	the pull of objects on each other that causes things to fall
_____	fossil fuel	F	a crack in a rock mass, where the edges of the crack move

G. Fill in the blanks.

1. The three states of matter are

   _____

   _____

   _____

2. What is H_2O? _____

   What does the H stand for? _____

   What does the O stand for? _____

   What does the 2 mean? _____

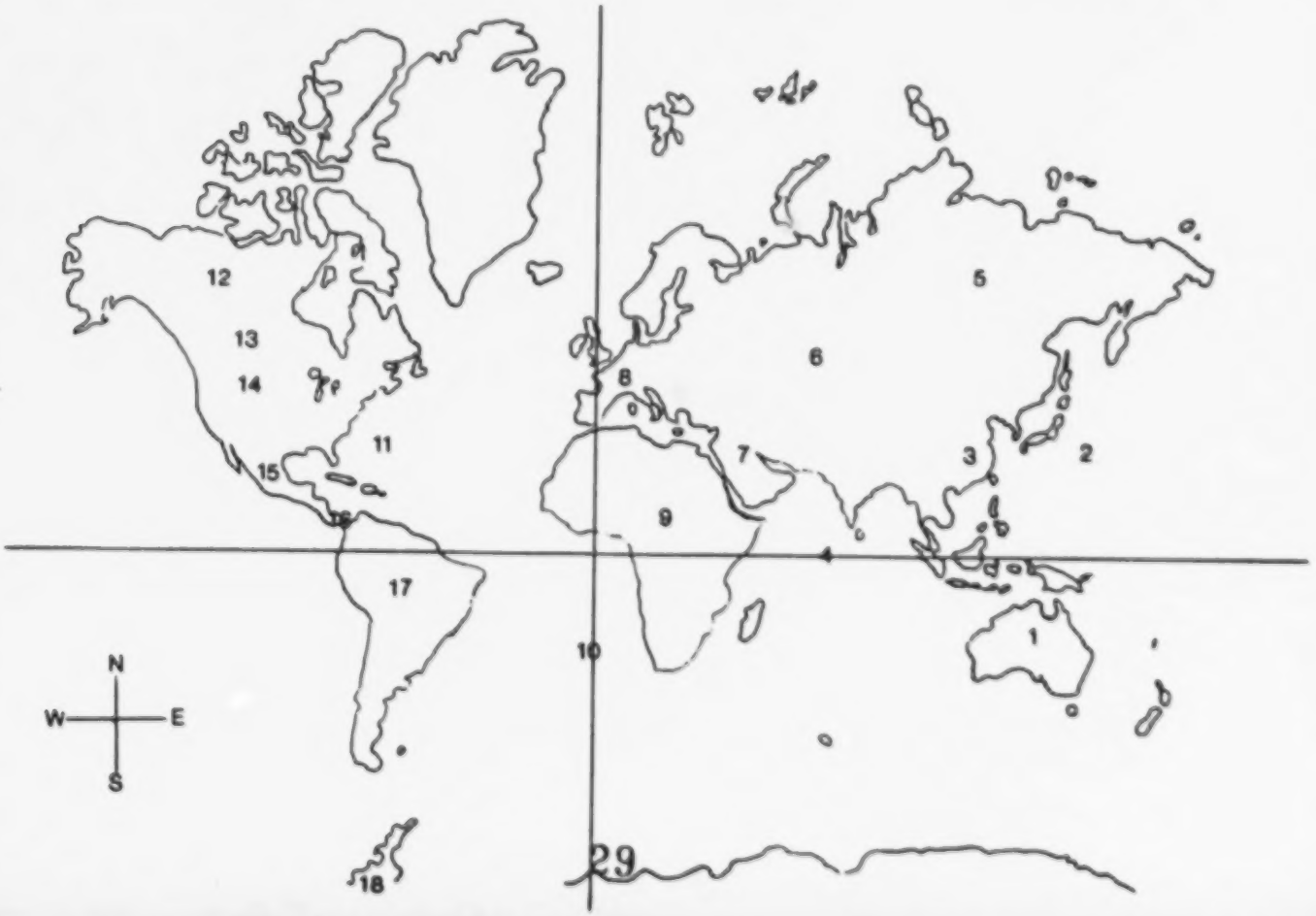
3. Drinking orange juice is a good way to get vitamin ____.

4. Drinking milk is a good way to get vitamin ____.

V. Social Studies

A. Choose the correct number on the map that matches the names below.

Atlantic Ocean	_____	Middle East	_____
Pacific Ocean	_____	Australia	_____
Africa	_____	Russia	_____
Europe	_____	China	_____
Asia	_____	Mexico	_____
North America	_____	Canada	_____
South America	_____	United States	_____
Central America	_____	Prime Meridian	_____
Antarctica	_____	Equator	_____



B. Here is a map of the United States. Match the numbers for the regions on the map with the correct names given below.

Mid-Atlantic states ____

New England states ____

Midwestern states ____

Southern states ____

Southwestern states ____

Rocky Mountain states ____

Pacific states ____

C. Here is another map of the United States with all the states shown. Match the numbers of the cities given on the map with the correct names given below.

Chicago ____

Washington, D.C. ____

New York City ____

New Orleans ____

Tucson ____

Los Angeles ____

Seattle ____

San Francisco ____

D. Here are the names of 10 presidents. Next is a list of 10 events (important things that happened). After that is a list of dates. The presidents and the events are not in time order.

Match the president with an event and a date.

PRESIDENT	EVENT	DATE
Theodore Roosevelt	_____	_____
Richard Nixon	_____	_____
Herbert Hoover	_____	_____
George Washington	_____	_____
Harry Truman	_____	_____
Abraham Lincoln	_____	_____
Franklin D. Roosevelt	_____	_____
Lyndon B. Johnson	_____	_____
John F. Kennedy	_____	_____
Woodrow Wilson	_____	_____

EVENTS	DATES
1. Korean War	A. 1775 - 1783
2. Wall Street Crash	B. 1861 - 1865
3. Bay of Pigs, Missile Crisis	C. 1898
4. Civil War	D. 1914 - 1918
5. Gulf of Tonkin Resolution, Viet Nam War	E. 1929
6. Revolutionary War	F. 1939 - 1945
7. World War I	G. 1950 - 1953
8. Spanish American War	H. 1962
9. Resigned as President	I. 1964
10. World War II	J. 1974

E. Fill in the blanks:

1. The first 10 amendments to the Constitution are called the _____.

2. The 3 branches of the US government are the _____, _____, and _____.

3. The last two states admitted to the United States were _____ and _____.

4. How many states are there in the United States? _____

5. How many hours are there in a day? _____

6. How many days are there in a year? _____

7. How many weeks are there in a year? _____

8. What does W.W.II stand for? _____

VI. Arithmetic

A. Write out these numbers. (Example: 3 = three)
Here is a list of words that you might need to use:

zero	five	ten	twenty	thousand
one	six	eleven	thirty	million
two	seven	twelve	forty	
three	eight	thirteen	fifty	
four	nine	fifteen	hundred	

0 _____

5 _____

17 _____

21 _____

107 _____

999 _____

1,067 _____

30,000 _____

600,000 _____

1,000,000 _____

B. Write these numbers in number form. (Example: three = 3)

six _____

nineteen _____

sixty-eight _____

five hundred forty-two _____

four thousand one _____

twenty-five thousand six hundred twelve _____

two million _____

C. Write the numbers we use for each of these Roman numerals. (Example: I = 1)

II _____

VI _____

IV _____

X _____

XXIII _____

D. Write these in number form.

five cents _____

twenty-five cents _____

one dollar and twelve cents _____

thirty-two dollars and fifty cents _____

one hundred dollars and ninety-nine cents _____

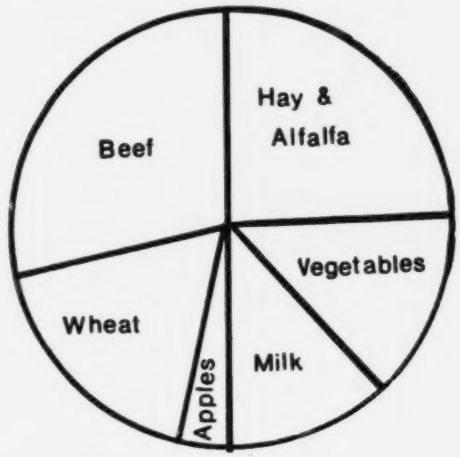
one thousand dollars _____

E. Fill in the blanks.

1. Is 4:00 p.m. in the morning or afternoon? _____
2. Is 2:00 a.m. in the morning or afternoon? _____
3. How many minutes are there in an hour? _____
4. How many seconds are there in a minute? _____
5. It is now 12:15 p.m. An hour and 15 minutes from now, what time will it be? _____
6. It is now 6 p.m. Eight hours from now, what time will it be? _____
7. It is now 10:30 a.m. In 45 minutes, what time will it be? _____

VII. GRAPHS

A. PRODUCTION OF JOE BROWN'S FARM



1. What is the farm's biggest product? _____

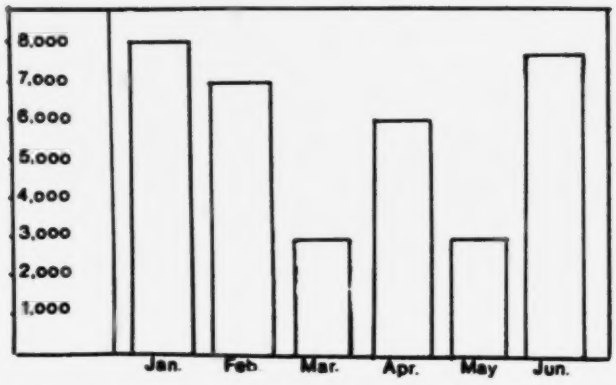
2. What product is 25% of the total? _____

3. What two products are about equal in amount? _____

_____

4. What product is about 5% of the total? _____

B. PRODUCTION - FIRST HALF - 1985
ACME SOCKET COMPANY



1. The biggest gain was from the month of _____ to the month of _____.

2. In which two months was production the same amount?

_____ and _____

3. What was the number produced in March? _____

VIII. COMMON ABBREVIATIONS

Match the following abbreviations with the correct meaning.

A. Measurement:

_____ in.	A kilogram
_____ ft.	B dozen
_____ oz.	C gas mileage
_____ lb.	D Fahrenheit
_____ doz.	E milligram
_____ mpg	F ounce
_____ F	G Celsius or centigrade
_____ kg	H quart
_____ C	I foot
_____ mg	J inch
_____ yd.	K yard
_____ qt.	L pound

B. Time:

_____ yr.	A before the birth of Christ
_____ mo.	B Eastern Standard Time
_____ Jan.	C from midnight to noon
_____ Tues.	D February
_____ Fri.	E month
_____ a.m.	F year
_____ p.m.	G Friday
_____ EST	H January
_____ PDST	I after the birth of Christ
_____ B.C.	J Pacific Daylight Savings Time
_____ A.D.	K Tuesday
_____ Feb.	L from noon to midnight

C. Social/Business Terms

_____	M.D.	A school organization
_____	Mr.	B drunk driving
_____	p.s.	C added to a letter
_____	C.O.D.	D pay when delivered
_____	DOB	E day, month and year of birth
_____	DUI	F social security number
_____	PTA	G representative
_____	Sen.	H medical doctor
_____	Rep.	I registered nurse
_____	Mrs.	J any woman
_____	Ms.	K any man
_____	RN	L married woman
_____	SS#	M senator

D. Places:

_____	D.C.	A Northwest
_____	AZ	B New Mexico
_____	CO	C Street
_____	CA	D California
_____	OR	E Avenue
_____	NYC	F Boulevard
_____	NM	G Oregon
_____	St.	H Southeast
_____	Ave.	I District of Columbia
_____	Blvd.	J Colorado
_____	NW	K Arizona
_____	SE	L New York City

E. Political/Government:

_____ NASA	A	Secret Irish organization, or a retirement plan
_____ NAACP	B	Russian secret police
_____ NATO	C	women's rights amendment
_____ ERA	D	missing soldiers
_____ IRA	E	racist organization
_____ KGB	F	Russia
_____ FBI	G	world organization
_____ POW	H	Republican party
_____ MIA	I	oil countries' organization
_____ KKK	J	black organization
_____ OPEC	K	agency in charge of space travel
_____ USSR	L	captured soldiers
_____ GOP	M	American national police organization
_____ UN	N	American/Western Europe military union